DOCUMENT RESUME

ED 309 235 CE 051 662

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TITLE Work Experience. An Annotated Bibliography.
PUB DATE 88
NOTE 22p.
AVAILABLE FROM C and G Home Health Care Information Systems, 27 Norwood Street, Albany, NY 12203 ($15.00).
PUB TYPE Information Analyses (070) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Basic Skills; *Career Choice; *Educational Benefits; Educational Research; Outcomes of Education; Secondary Education; Vocational Education; *Work Experience; *Work Experience Programs

ABSTRACT

This bibliography provides summaries of a selection of research articles on the general subject of work experience. Articles are arranged in alphabetical order by author. This information is provided for each of the 50 entries: author, title, place of publication and publisher, and publication date. A one-sentence summary of the main idea of the article is followed by an annotation of an important issue addressed in the article. Representative topics include the impact of work experience, reading and mathematics skills and obtaining employment, the value of basic literacy skills, earnings, the impact of vocational training on obtaining employment, working during high school, student career expectations, influences on career decisions, Holland's classification of occupational careers, wage comparisons, job prestige, government databases, the effect of economic trends on work experience, and job choice. A final section lists sources requiring further research. (YLB)

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WORK EXPERIENCE

An Annotated Bibliography

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Zbigniew Galinski
27 Norwood Street
Albany, NY 12203Main Ideas

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INTRODUCTION

This bibliography provides summaries of a selection of research articles on the general subject of work experience. Work refers to paid employment. Experience ranges from part-time to full-time. Work experience can occur in school or out-of-school.

This bibliography is alphabetical by author. The summary of its main ideas follows the author alphabetical arrangement.

This bibliography is annotated. It identifies the sources and supplies a short summary of the main ideas.

For further information,

An Annotated Bibliography

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Alexander, Karl L.; Eckland, Bruce K.; and Griffen, Larry J. "The Wisconsin Model of Socioeconomic Achievement: A Replication." American Journal of Sociology. 81, no. 2 (1975): 324-342.

Work experience can either help or hurt students.

AN IMPORTANT ISSUE: For better or for worse, high school experiences will have a long term impact on a graduate's experiences in the labor market. Similarly, high school expectations make a strong impact on career achievements.

Barryman, Sue E. Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. Santa Monica, CA: The Rand Corporation, 1980.

Reading and math skills always help students learn and earn.

AN IMPORTANT ISSUE: Reading and math skills are positively related to the likelihood of obtaining employment.

This likelihood also increases in a linear relationship proportionate to the number of hours of vocational instruction.

However, this study found no such increased likelihood for black youths seeking employment.

For males, the first entry job is more like a training opportunity than like a matching up of skills with available job openings. Many first jobs provide little opportunity to use skills acquired in vocational programs.

Blau, Peter M., and Duncan. Otis D. The American Occupational St ucture. New York: John Wiley and Sons, 1967.

Work experience mistakes are expensive and long lived.

AN IMPORTANT ISSUE: For better or for worse, high school experiences will have a long term impact on a graduate's experiences in the labor market.

The income, educational, and occupational expectations of the student's parents have a strong impact on the student's expectations. What the parents believe about the effects of work experience is likely to occur via the pygmalion effect.

Borus, Michael, E.; Crowley, Joan E.; Rumberger, Russell W.; Santos, Richard; and Shapiro, David. Youth Knowledge Development Report 2.7 Findings of the National Longitudinal Survey of Young Americans, 1979. Washington, DC: U.S. Government Printing Office, 1980

Basic literacy skills can outweigh work experience.

AN IMPORTANT ISSUE: White males with general or college prep curricula reported higher hourly wages than peers with vocational training.

Black females and white males with business and office training received higher hourly wages than their peers with training in other vocational areas.

Burgess, Dale E. Follow-up Survey of 1978 Graduates for Warren Consolidated Schools. Warren, MI: Warren Consolidated School District, 1979.

Credentials lead to jobs.

AN IMPORTANT ISSUE: This researcher and others such as Copa, Irwin, and Morris (1976) found no significant difference in earnings between vocational and nonvocational graduates. Could this imply that graduation is the real entry level skill?

Campbell, Paul B.; Orth, Mollie N.; and Seitz, Patricia. Patterns of Participation in Secondary Vocational Education. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981. ED209476

Some flawed research can be salvaged in part.

AN IMPORTANT ISSUE: This study uses weighted percentages to bring non-random samples back in line with the target population of secondary graduates.

Campbell, Paul B., and others. Employment Experiences of Students with Varying Participation in Secondary Education. A Report Based on Transcript and Interview Data of the 1979 and 1980 National Longitudinal

Survey New Youth Cohort. Columbus, OH: National Center for Research in Vocational Education, 1981.

Vocational training makes a measurable impact.

AN IMPORTANT ISSUE: Increasing concentration in vocational education increased the likelihood of holding a conventional job in training related employment. Women concentrators earned more per week than those who took no vocational courses.

Since most women were in office related occupations, this trend might reflect their specialty area rather than their gender. Minority members had a 28 per cent lower likelihood of being employed. Vocational training mitigated rather than overcame racial minority employment problems.

Carnegie Commission on Policy Studies in Higher Education. Giving Youth a Better Chance. San Francisco: Jossey Bass, 1980.

Working during high school can be beneficial for students.

FOR WORK EXPERIENCE: The Carnegie Commission found that there are benefits for high school students to work while attending secondary education programs.

Coleman, James S. "The Mathematical Study of Change." In Methodology in Social Research, edited by Herbert M. Blolock and Ann B. Blolock. New York: McGraw-Hill, 1968.

Working long hours can harm most students.

AN IMPORTANT ISSUE: Estimates of causality are never easy. For example, it seems obvious that increased hours on the job leave less time for school work and study.

On the other hand, higher grades are likely to increase the employer's demand that a particular student spend more time on the job and in more demanding responsibilities.

Conger, A. J.; Conger, J. C.; and Riccobono, J. A. Reliability and Validity of National Longitudinal Study Measures: An Empirical Reliability Analysis of Selected Data and Review of the Literature on the Reliability and Validity of Survey Research Questions.

Research Triangle Park, NC: Research Triangle Institute, 1976.

Suspect self-reported information requires auditing.

AN IMPORTANT ISSUE: Self-reported employment data is potentially unreliable. For example, they found inaccuracies in self-reported wages.

Conroy, William G. "Some Historical Effects of Vocational Education at the Secondary Level." Phi Delta Kappan. 61 (1979): 261-271.

Some hiring practices seem biased.

Trade and industry graduates tend to be men.

These graduates are more likely to find training-related employment. Office area graduates tend to be women. These graduates are less likely to find training-related employment.

Copa George H., and Forsberg, Gary D. Measuring the Employment and Further Educational Effects of Secondary Vocational Education in Minnesota. Minneapolis, MN: Minnesota Research and Development Center for Vocational Education, The University of Minnesota, 1980.

Good basic skills and job training pay off.

AN IMPORTANT ISSUE: Verbal and numerical skills are positively related to the likelihood of obtaining employment.

Vocational curriculum choice also increases this likelihood; for example, in this study, employment rates were higher for trade and industrial programs than for health programs.

This study found no significant wage differential between vocational and nonvocational graduates.

Curry, Evans W.; Hotchkiss, Lawrence; Picou, J. Steven; Scritchfield, Shirley; Stahura, John M.; and Salomone, Jerome. Significant Other Influence and Career Decisions: Volume II - Black and White Female Urban Youth. Columbia, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978.

Many factors interact for a successful career.

AN IMPORTANT ISSUE: There are many influences on student career expectations. These include parents, peers, teachers, and counselors.

Curry, Evans W.; Picou, J. Steven; Hotchkiss, Lawrence; Scritchfield, Shirley A.; and Stahura, John M. Significant Other Influence and Career Decisions: Volume I - Black and White Male Urban Youth. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1976.

Peer pressure and parental pressure are powerful.

AN IMPORTANT ISSUE: Parental attitudes and expectations can cloud the effects of part-time employment of teenagers.

Doreian, Patrick, and Hummon, Norman P. Modeling Social Processes. New York: Elsevier, 1976.

Ellwood, David T. "Teenage Unemployment: Permanent Scars or Temporary Blemishes." The Youth Labor Market Problem: Its Nature, Causes and Consequences, edited by Richard B. Freeman and David A. Wise. Chicago: University of Chicago Press, 1981.

Those who work get ahead.

FOR WORK EXPERIENCE: David Ellwood goes out on a limb. He concludes that work experience is the most likely cause of success in the job market even though unmeasured abilities and personal tastes cause certain people more than others to enter high school work experience programs or to find employment while attending high school.

Eninger, M. V. Effectiveness Evaluation Data for Major Secondary Education Systems in the United States. Volumes I and II. Pittsburgh, PA: Educational Systems Research Institute, Project Metro, 1972.

Technical graduates earn good salaries.

AN IMPORTANT ISSUE: Technical graduates had the lowest unemployment rate. Compare this with the contradictory findings of Kaufman and Lewis, 1972.)

Technical graduates in related jobs received higher hourly rates than home economics graduates in unrelated jobs.

Gottfredson, Linda S. "Construct Validity of Holland's Occupational Typology in Terms of Prestige, Census, Department of Labor, and Other Classification Systems." Journal of Applied Psychology. 65 (1980): 697-714.

Job classifications help explain research.

IMPORTANT METHODOLOGY: This study describes the construct validity of Holland's classification of occupational careers. It clarifies the definition of each group and gives examples of sample occupations for each group.

Grasso, John T., and Shea, John R. Vocational Education and Training: Impact on Youth. Berkeley, CA: Carnegie Council, 1979.

Wage comparisons are odious and tortuous.

AN IMPORTANT ISSUE: Females are more likely than males to find employment in jobs related to their occupational education program, which was business or office for many. Conroy (1979) disagrees.

Five years after graduation, vocational graduates earn about a nickel more per hour than nonvocational graduates when the followup study adjusts the comparisons to allow for academic aptitude test scores.

Greenberg, David, and Kosters, Marvin. "Income Guarantees and the Working Poor: The Effect of Income Maintenance Programs on the Hours of Work of Male Family Heads." In Income Maintenance and Labor Supply, edited by Glen C. Cain and Harold W. Watts. Chicago: Markham, 1973.

AN IMPORTANT ISSUE: The dollar amount must be seen in the perspective of whether the dollars are survival income or discretionary income.

Greenberger, Ellen and Steinberg, Laurence D. "Part-Time Employment of In-School Youth: An Assessment of Costs and Benefits." Final Report. Irvine, CA: University of California, 1981.

Work experience can hurt students.

AMBIVALENT ABOUT WORK EXPERIENCE: Others (such as Blau, Sewell, and Alexander cited herein) have established that high school experiences have long term impact on lifelong careers.

Hence, it is premature to endorse indiscriminately part time jobs for high students until we can be sure there are no adverse effects for certain students more susceptible than others to adverse affects and effects.

THREE AREAS OF CONCERN: There are three areas to watch for benefits or harmful effects:

first, personal and social responsibility and related attitudes;

second, fallout effects on nonwork related areas such as school work, family relationships, peer relationships, cultural development, and socialization;

and third, social, antisocial, ethical, unethical attitudes (such as employability, maturity, or readiness) and behaviors (such as consumption of tobacco, alcohol, marijuana, and controlled substances).

Greenberger, Ellen; Steinberg, Laurence D.; and Ruggiero, Mary. "A Job Is a Job...or Is It?: Behavior Observations in the Adolescent Workplace." Work and Occupations: An International Sociological Journal 9, no. 2 (1982): 79-96.

Working during high school is at best a mixed blessing.

AMBIVALENT ABOUT WORK EXPERIENCE: Greenberger and her associates have examined the consequences of working part-time while attending high school full-time. They find work experience to be AT BEST a mixed blessing.

They balance the obvious benefits to the student of increased personal responsibility and practical firsthand experience of the world of work with the subtle and pernicious deficits of cynical work attitudes, academic absenteeism, decreased family life, and misuse of discretionary income. Greenberger sets the danger line of part-time work as the amount of work done over 15 hours per week.

Greenberger is aware that not all researchers agree with her conclusions. Several others such as Hotchkiss disagree strongly with her claims about absenteeism.

ANTI WORK EXPERIENCE: On the typical job available to high school students, there is little opportunity to learn new cognitive skills on the job.

Haller, Archibald O., and Miller, Irwin W. The Occupational Aspiration Scale: Theory, Structure, and Correlates. Cambridge: Schenkman Publishing Co., 1971.

Statistical scaling is important.

AN IMPORTANT ISSUE: Educational and occupational expectations are susceptible to scaling.

Hauser, Robert M. and Featherman, David L. The Process of Stratification: Trends and Analyses. New York: Academic Press, 1977.

Statistical stratification is important.

AN IMPORTANT ISSUE: Stratification of subjects leads to improved analysis of research findings.

Heckman, James J. "The Common Structure of Statistical Models of Truncation, Sample Selection, and Limited Dependent Variable and a Sample Estimator for Such Models." Annals of Economic and Social Measurement, 5 (1976): 475-492.

Job status is important.

AN IMPORTANT ISSUE: Any research into the effects of work experience must consider the status of the job the teenager gets. This status is difficult to measure.

The suspicion is that long hours at a low status job will have more deleterious effects than equally long hours at a high status job.

Herrnstadt, I.L.; Horowitz, M.A.; and Sam, A.M. The Transition from School to Work: The Contribution of Cooperative Education Programs at the Secondary Level. Boston, MA: Northeastern University, Department of Economics, 1979.

Researchers disagree over wage differences.

AN IMPORTANT ISSUE: This study found no significant wage differentials between occupational and nonoccupational graduates.

Holland, J.L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, NJ: Prentice Hall, 1973.

Job families assist researchers.

AN IMPORTANT ISSUE: Holland provides a clear job classification system. This approach leads to consistent descriptions of career characteristics.

teachers, and counselors in this regard.

Hotchkiss, Lawrence. Differential Equation Methodology Applied to Career Decisions and Status Attainment Processes: Conceptualization and Calculation. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1979.

Statistical errors confuse findings.

AN IMPORTANT ISSUE: Small statistical errors can lead to erroneous conclusions. The effects of work experience are susceptible to data input errors.

Hotchkiss, Lawrence, and Chiteji, Lisa. The Dynamics of Career Expectations of Youth: A theoretical Formulation and Empirical Report Based on a Longitudinal Study. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1981.

Parental influence is significant.

AN IMPORTANT ISSUE: Parental expectations are the single most important influence on high student expectations. Parents outweigh peers,

Hotchkiss, Lawrence. Effects of Work Time on School Activities and Career Expectations. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1982.

Some researchers recommend work experience.

FOR WORK EXPERIENCE: Lawrence Hotchkiss found little support for the hypothesis that part-time high school work interferes with school activities or with career expectations.

Specifically, he found no adverse effects on educational expectations and educational expectations of either youth or parent.

In addition, he found no adverse effect on the self concept as identified by asking a youth, "What kind of a student do you consider yourself to be? For example, are you an A, B, C, D, or F student?"

Hu, T.W.; Lee, M.L.; Stromsdorfer, E.W.; and Kaufman, J.J. A Cost-Effec-

tiveness Study of Vocational Education: Final Report. University Park, PA: Pennsylvania State University, 1968.

Work experience affects wages.

AN IMPORTANT ISSUE: This study found that vocational graduates initially enjoy a significant wage differential over nonvocational graduates.

However, this advantage disappears over time. Is this catch-up due to on the job training?

Katz, Douglas S.; Morgan, Robert L.; and Drewes, D.W. Vocational Education and Urban Youth: A Follow-up Study of 1968, 1971, and 1972 Graduates of the Public Schools of the District of Columbia. Final Report. Raleigh, NC: North Carolina State University, Center for Occupational Education, 1974.

Some researchers play down wage differences.

AN IMPORTANT ISSUE: Vocational graduates did not enjoy a significant wage advantage over nonvocational graduates.

Kaufman, Jacob J., and Lewis, Morgan V. The High School Diploma: Credential for Employment. Final Report. University Park, PA: Pennsylvania State University, Institute for Research on Human Resources, 1972.

Some researchers ignore training effects.

AN IMPORTANT ISSUE: The vocational program studied made no difference in employment. (Others in this bibliography disagree strongly.)

Loeb, Harold. Vocational-Technical High School Students in Nassau County, 1965-1969. A Follow-Up Survey. Albany, NY: New York State Department of Labor, Division of Research and Statistics, 1973.

Wage gains are controverted.

AN IMPORTANT FINDING: At the time of the first job after graduation, persons in related occupations averaged a few pennies more per hour than peers in unrelated occupations. A few months later, the wage advantage reverses itself.

Market Opinion Research. Employers and Young Adults Look at Vocational Education. Detroit, MI: Market Opinion Research, 1973.

Wage gains occur early.

AN IMPORTANT ISSUE: During the first few years of employment, vocational graduates enjoy a significant wage and earnings advantage over nonvocational graduates.

Martens, Donna M.; McElwain, Douglas; Garcia, Gonzalo; and Whitmore, Mark. The Effects of Participation in Vocational Education: Summary of Studies Reported Since 1968. Columbus, OH: The National Center for Research in Vocational Education, 1980.

Job classifications require auditing.

AN IMPORTANT ISSUE: Imprecision in identifying and classifying the outcomes of high school vocational curricula have plagued many studies of the effects of vocational education including the work experience portion thereof.

In addition, economic considerations may lead to the conclusion that the relative advantages of vocational education increase during times of intense unemployment.

More than 50 per cent of vocational education graduates find work in occupations related to their training. This per cent is higher for graduates of office, health, and business vocational education.

Meyer, Robert H., and Wise, David A. High School Preparation and Early Labor Market Experience. Discussion Paper Series. Cambridge, MA: John Fitzgerald Kennedy School of Government, Harvard University, 1980.

Work experience has subtle long lasting effects.

AN IMPORTANT ISSUE: The positive or negative impact of high school experiences are long lasting. This includes both obvious and subtle effects.

National Commission on Youth. The Transition of Youth to Adulthood: A Bridge Too Long. Boulder, CO: Westview Press, 1980.

Work experience has its advocates.

FOR WORK EXPERIENCE: The National Commission on Youth endorses the viewpoint that high school students benefit from working while attending school.

National Panel on High School and Adolescent Education. The Education of Adolescents. Washington, D.C.: U.S. Government Printing Office, 1976.

Many educators approve of work experience.

FOR WORK EXPERIENCE: The National Panel on High School and Adolescent Education approves of high students working while attending school full time.

Otto, Luther B., and Haller, Archibald O. "Evidence for a Social-Psychological View of the Status-Attainment Process." Social Forces. 57 (1979): 887-914.

Work time cuts into study time.

A SERIOUS ISSUE: High school expectations make a strong impact on career achievements. Since work time is unavailable for school work, it is always a suspect in lower academic achievement and in lower expectations even when others factors are obvious contributing causes.

President's Science Advisory Committee. Youth: Transition to Adulthood. Chicago: University of Chicago Press, 1973.

Work experience has its advocates.

FOR WORK EXPERIENCE: The President's Science Advisory Committee is in favor of students working while attending high school.

Pucel, David J., and Luftwig, Jeffery T. The Reliability of the Minnesota Vocational Follow-Up Student Questionnaire. Minneapolis, MN: University of Minnesota, 1975.

Unusual findings require auditing.

AN IMPORTANT ISSUE: Self-reported employment data needs doublechecking and verification from an objective third party. This may be why so many findings about wages seem contradictory from one study to the next.

Putnam, John F., and Chismore, W. Dale, eds. Standard Terminology for Curriculum and Instruction in Local and State School Systems Handbook VI. Washington, DC: U.S. Department of Health, Education, and Welfare, Na-

tional Center for Education Statistics, 1970.

Standard terminology is important.

AN IMPORTANT ISSUE: This coding system enables researchers to compare all findings on the often elusive variable of which course did which students take.

Rehberg, Richard, and Hotchkiss, Lawrence. "Educational Decision Makers: The School Guidance Counselor and Social Mobility," Sociology of Education, 45 (1972): 339-361.

Many influences motivate work experience.

AN IMPORTANT ISSUE: In addition to parental influence, students derive direction from peers, teachers, counselors, employers, and supervisors.

Richardson, William B., and McFadden, Joan. An Identification of Employment Patterns by Vocational Graduates, Final Report. Lafayette, IN: Purdue University, Department of Education, 1975.

Training related jobs are more opulent.

AN IMPORTANT ISSUE: Distributive education students in related jobs earned less than their peers in unrelated jobs.

Sewell, William H., and Hauser, Robert. Education, Occupation, and Earnings: Achievement in the Early Career. New York: Academic Press, 1975.

Work experience has a cumulative effect.

AN IMPORTANT ISSUE: For better or for worse, high school experiences will have a long term impact on a graduate's experiences in the labor market. Similarly, high school expectations make a strong impact on career achievements.

Siegel, Paul. Prestige in the American Occupational Structure. Unpublished doctoral dissertation, University of Chicago, 1971.

Job prestige is important.

AN IMPORTANT ISSUE: This study demonstrates the feasibility and practicality of developing a prestige index for occupational classifications. This index correlates with career classifications and compensations.

Steinberg, L.; Greenberger, E.; Garduque, L.; and McAuliffe, S. "High School Students in the Labor Force: Some Costs and Benefits to Schooling and Learning." In Educational Evaluation and Policy Analysis. 4 (1982): 363-372.

Work experience benefits have risky side effects.

AMBIVALENT ABOUT WORK EXPERIENCE: These researchers feel that the benefits of work experience for teenagers are not clear cut. They argue for the accumulation of more evidence before endorsing any policy to increase part-time work for high school students.

ANTI WORK EXPERIENCE: Full-time high school students who work have and spend less time on homework, extracurricular activities, and cultural activities. In addition, these students talk more about their distaste for certain aspects of schooling.

Steinberg, L.; Greenberger, E.; Garduque, L.; Ruggiero, Mary; and Vaux, Alan. "The Effects of Early Work Experience on Adolescent Development." Developmental Psychology 18 (1982): 385-395.

Some job environments are risky.

AMBIVALENT ABOUT WORK EXPERIENCE: Their cross-sectional data reveal increased absenteeism frequencies attributable to working while attending school, but their longitudinal data fail to confirm this tendency.

ANTI WORK EXPERIENCE: High school students who work more than 15 hours per week are absent more frequently and get lower grades.

Stephenson, Stanley P. "In-School Labor Force Status and Post-High School Wage Rates of Young Men." Applied Economics. 13 (1981).

High status jobs are transmittable.

AN IMPORTANT ISSUE: High status jobs while in school seem to promise high status jobs after graduation.

Swanson, Austin D. A Study of the Costs, Benefits and Effectiveness of Occupational Education. Buffalo, NY: State University of New York at Buffalo, Faculty of Educational Studies, March 1976.

Vocational training pays off.

AN IMPORTANT ISSUE: Vocational students earn significantly more than nonvocational students immediately after graduation.

Thurow, Lester C. "Vocational Education as Strategy for Eliminating Poverty." In The Planning Papers for the Vocational Study. Edited by Henry David. Washington, DC: The National Institute of Education, U.S. Department of Health, Education and Welfare, 1979.

Employers prefer trainability to specific skills.

AN IMPORTANT ISSUE: Individual employers do not always respond to the specific trade skills acquired by high students. Employers tend to hire students who demonstrate the ability to acquire job skills.

U.S. Department of Commerce, Bureau of the Census. City and County Data Book. Washington, DC: U.S. Government Printing Office, 1972.

U.S. Department of Commerce, Bureau of the Census, Social and Economic Statistics Administration. 1970 Census of Population Subject Reports Occupational Characteristics Final Report PC (2) - 7A. Washington, DC: U.S. Government Printing Office, 1973.

U.S. Department of Labor, Bureau of Labor Statistics. Employment and Earnings. Washington, DC: U.S. Government Printing Office, 1979.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles, Fourth Edition. Washington, DC: U.S. Government Printing Office, 1977.

Government data bases are important sources.

IMPORTANT DATA SOURCES: Taken together, these studies merge well. For example, they provide data to crosstab against Holland's career classifications and against Siegel's career prestige classifications.

U.S. Department of Labor, Bureau of Labor Statistics. School and Work Among Youth During the 1970's. Special Labor Force Report No. 241. Washington, DC: U.S. Government Printing Office, 1981.

Economic trends affect work experience.

AN IMPORTANT ISSUE: Economic conditions affect the labor market which in turns affects the job openings available at any given time. Thus, economic conditions affect the employability of high school students and graduates.

West, Donald A., and Price, Dorothy Z. Employment Opportunities, Job Satisfaction, and Migration among Young Adults from Nonmetropolitan Washington. Pullman, WA: Washington State University College of Agriculture Research Center, 1979.

Experience improves job choice.

AN IMPORTANT ISSUE: Youths from nonmetropolitan areas, just like youths elsewhere, make career-related decisions at approximately the time they finish high school. The choices they make then influence the socioeconomic aspects of their careers.

It is a commonplace that young adults, five to ten years after high school graduation, report, "If I had known then what I know now, my career and job would be quite different."

Woelfel, Joseph, and Haller, Archibald O. "Significant Others, The Self-Reflective Act and the Attitude Formation Process." American Sociological Review. 36 (1971): 74-87.

Parents influence job choice.

AN IMPORTANT ISSUE: Parental influence on career expectations is important.

SOURCES REQUIRING FURTHER RESEARCH

Brown, Morton B. "Screening Effects in Multidimensional Contingency Tables." Applied Statistics. 25 (1976): 37-46.

Copa, G.; Irvin, D.E.; and Maurice, C. Status of Former High School Students: Procedure for Local Assessment. Minneapolis, MN: University of Minnesota, 1976.

Dixon, W.J., and Brown, M.B. BMDP-79 Biomedical Computer Program P-Series. Berkeley, CA: University of California Press, 1979.

Duncan, O.D. "A Socioeconomic Index for All Occupations." In Occupations and Social Status. Edited by A.J., Reiss Jr. New York: The Free Press, 1961.

Eckaus, R.S. "Economic Criteria for Education and Training." The Review of Economics and Statistics. 46 (May 1964): 181-190.

Gillespie, Michael W. "Log-Linear Techniques and the Regression Analysis of Dummy Dependent Variables: Further Bases for Comparison.: Sociological Methods and Research. 6 (1) (1977): 103-122.

Grasso, John T. and Shea, John R. "Effects of Vocational Education Programs: Research Findings and Issues." In The Planning Papers for Vocational Education Study. Washington, DC: National Institute of Education, 1979a.

Grasso, John T. and Shea, John R. Vocational Education and Training: Impact on Youth. Berkeley, CA: Carnegie Council, 1979b.

Gustman, Alan L., and Steinmeier, Thomas L. The Relation Between Vocational Training in High School and Economic Outcomes Hanover, NH: mimeo, July 1981.

Haberman, S.J. "Log-Linear Fit for Contingency Tables, Algorithm AS 51." Applied Statistics. 21 (1972): 218-224.

Knoke, David, and Burke, Peter J. Log-Linear Models. Beverly Hills, CA: Sage Publications, 1980.

Marks, Edmond. "Methods for Analyzing Multidimensional Contingency Tables." Research in Higher Education. 3 (1975): 217-231.

Meyer, Robert H. "An Economic Analysis of High School Vocational Education: IV. The Labor Market Effects of Vocational Education." Washington, DC: The Urban Institute, 1981.

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